DOCUMENT RESUME

ED 095 621 EA 006 349

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TITLE	A Study of Organizational Alternatives for Chelmsford Public Schools.
INSTITUTION	Merrimack Education Center, Chelmsford, Mass.
PUB DATE	Jul 74
NOTE	32p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Administrative Change; *Administrative Organization; Administrator Role; *Coordinators; *Curriculum; Curriculum Development; *Curriculum Planning; Educational Change; Educational Needs; Organization; Organizational Development; School Districts; School Organization; School Personnel; Work Simplification
IDENTIFIERS	Chelmsford; *Curriculum Coordinators; Massachusetts

ABSTRACT

The focus of this report is on the functions of the curriculum coordinator in the Chelmsford Public Schools. The role of coordinator came into being as a response to a particular set of needs. An analysis of the changing nature of those needs provided a basis for deciding whether the coordinator role should be continued in its present form; continued in a new form; have its component tasks, functions, and relationships divided up and made part of other preexisting or newly created roles; or abandoned totally. The report analyzes the school system's needs for leadership along two dimensions: the changing instructional program and the changing needs of the system's administrative team. It then presents three alternative plans for meeting system needs. Data presented for each plan include the position changes entailed, organization under the plan, qualitative differences, and the budget. A bibliography on school organization and secondary schools is included. (Author/DN)

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A STUDY OF ORGANIZATIONAL ALTERNATIVES FOR CHELMSFORD PUBLIC SCHOOLS

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July, 1974

EA 006 319

FOREWORD

The past months have seen the organization of the Chelmsford Public Schools become a topic for discussion within and without the school system. Presently a subcommittee of the School Committee has taken on the assignment of studying organizational alternatives for the school system.

It is the hope of the school administration that this paper entitled "Study of Organizational Alternatives for the Chelmsford Public Schools" will assist the School Committee in its study. It is important that whatever organizational structure is approved, it be a most viable one and produce the educational outcomes as has the present system since its conception. It is imperative that the School Committee make its decision as soon as possible. The preparation of this paper was done by the Merrimack Education Center with the cooperation of the Chelmsford School administrators.

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I. INTRODUCTION

The position of Curriculum Coordinator in the Chelmsford Public Schools has become problematic. The problem is genuine. Particular events and histories, the sharply increasing demand for education dollars (magnified by unprecedented inflation), and the changing nature of curriculum and of school organization locally and nationally all place the Curriculum Coordinator position in a new light. Thus questions have arisen.

In order to answer these questions usefully we must assess the context which places the Curriculum Coordinator position in this new light. Put in slightly different terms, we must determine why the position has become questionable in the first place. The solution to a genuine problem is not likely to be found unless the elements of the problem are clearly defined.

The following section describes the framework used by this report to define the problem and develop a solution.

II. PROBLEM STATEMENT

Uncertainty and conflicting views exist regarding the two related questions:

1. What is the role of the Curriculum Coordinators:

   (a) As formally defined?
   (b) As actually implemented?

2. What are the system benefits from the role?

The meaning of these questions and their answers exist in the context of two other sets of facts -- which are addressed by the questions:

3. What is the nature of relevent needs of the instructional program?

4. What is the nature of relevant needs of the system's administrative team?

The answers to the foregoing questions provide a definition of the problem which makes an effective solution more likely. This report hopes to contribute to the development of that solution by outlining alternative answers to the question:

5. What are cost-effective ways of providing:

   (a) The functions previously provided by the Curriculum Coordinators which are still required by the system?

(b) The curriculum leadership functions emerging from present and projected needs of the system?

III. METHOD AND PURPOSE OF THE REPORT

This report is deliberately exploratory. It does not pretend to develop a definitive analysis of the problem or the solution to it. It does attempt to conceptualize and clarify a complex situation in a way that will help the concerned parties to themselves define and solve the problem.

The data-base for this report consists of conversations/interviews with: Dr. Thomas Rivard -- Superintendent, Dot Woodhams -- Director of Federal Projects and Special Services, Roger Smyth -- Assistant Superintendent, and Elizabeth Murray -- Coordinator of Language Arts; as well as written information supplied by these individuals.

Clearly, the questions posed by this report, as well as others, can well be studied through more extensive and precise collection of data. Again, it is hoped that this report will be suggestive on that count.

IV. THE ROLE OF THE CURRICULUM COORDINATORS

The Coordinator position's functions in the Chelmsford Public Schools is the focus of this report. We here review the way in which this position has figures in the past -- both as defined in 1972 by outside investigators; and, as described historically/developmentally by the above-mentioned Chelmsford administrators. The determination of whether and how this figure changes when viewed against the present background (described in Section V below) requires this initial focusing on the past.

A. Role Description

This section consists of two parts: (1) "Job Specifications" analyses the 1972 American Association of Industrial Management (AAIM) Curriculum Coordinator Job Description; and (2) 'Implementation History" outlines the historical development of the Coordinator role and the personnel who have filled it, as well as role components not mentioned in the AAIM Description.

1. Job Specifications. The AAIM Job Description (Appendix A) is a very densely packed account. The following outline of that

account attempts to render it more useful by dividing it into primary and secondary responsibilities -- inferred from the detail with which each is described -- and by indicating the functions and processes (if specified) through which the assigned responsibilities are to be accomplished.

a. Primary Responsibilities; Subject-Matter Related

(1) Tasks: Achieve objectives within subject matter area in terms of the "optimum development of students, teachers, and department heads."

(2) Functions:

(a) Consultation to teachers and department heads.

i. Supervise and develop teacher performance through:

- classroom observation and evaluation, utilizing formal procedures,
- teaching demonstration lessons,
- personnel counseling and guidance.

ii. Program analysis and evaluation.

iii. Long-range program development and management.

(b) In-service training.

(c) Control and documentation of fiscal and material needs and resources.

(d) Total management, from initiation to evaluation, of pilot projects.

(e) Preparation of reports for administration.

These tasks and functions cast the Coordinators as subject matter experts, this status to be maintained and utilized through the:

(3) Processes:

(a) "Keep abreast of current trends in curriculum" by attending professional meetings and reading.

(b) Dissemination of subject matter expertise (through the above mentioned functions).

a. Secondary Responsibilities: System Wide

(1) Tasks: Provide cross-subject or non-subject-related management, particularly in planning, organizing and evaluating functions.

(2) Functions:

(a) "Participate in developing federally funded projects."

(b) "Participate in the recruitment, selection, assignment and organization of new teachers."

(c) "Chair, attend and/or participate on system wide administrating committees..."

(d) "Assist in the organizational planning at classroom, unit, department, school and system's levels."

(3) Processes: Primarily those of staff activity rather than line management.

2. Implementation History. The Curriculum Coordinator positions evolved during the middle and late 1960's. Their immediate predecessors were: a Reading Specialist and Reading Assistant, and a secondary level Curriculum Coordinator. The need for the Coordinator positions was first perceived by the central office. The positions were seen as essential in coping with: (a) the rapid change in curriculum content and methods, (b) the rapidly increasing numbers of students and teachers, and (c) the need to link primary with secondary level instructional programs in the midst of this quantitative and qualitative flux (Rivard, 1965).

The personnel history of the Curriculum Coordinator position is outlined in Table 1 (below). The information in that table indicates that: (1) at the time people were hired as Coordinators they were filling positions primarily utilizing particular subject matter expertise; and (2) following their leaving the Coordinator position they assumed line management positions (e.g., Assistant Superintendent, Principal) primarily utilizing general administrative expertise. This "before and after" difference suggests that during their tenure as Coordinators the people filling the position developed their knowledge and abilities beyond individual subject areas and toward more of a generalistic orientation. To some degree of contrast,

TABLE I

PERSONNEL HISTORY OF THE CURRICULUM COORDINATOR POSITION

Area	Person	Date Appointed	Previous Position	Date Terminated	Subsequent Position
Science	George Simonian	9/01/65	High School Science Department Head	9/01/69	(See next line)
Curriculum	George Simonian	9/01/69	Science Coordinator	8/01/73	Principal, Chelmsford High School
Science	Armand LaSelva	10/01/69	Vice President American Science & Engineering, Inc.	8/01/73	Assistant Superintendent, Danvers
Reading	Alice Comer	9/01/65	Remedial Reading Supervisor, Chelmsford	June 1974	Retirement
Language Arts	Elizabeth Murray	8/01/67	English Instructor, Sacred Heart Univ.	Continuing	Continuing
Mathematics	Alan Bradshaw	8/01/67	Department Head (7-12) Wakefield	May 1974	Elementary Principal
Social Studies	Charles Mitsakos	6/15/67	Social Studies Teacher, Lexington	Continuing	Continuing

those who continued as Coordinators have produced curriculum materials of such general and high caliber that these materials have a national market.

In general, though, the administrators interviewed reported that the tasks performed by the Coordinators did shift over the years. To put the matter perhaps too simply, one might say that while the Coordinators were hired to develop staff and improve curriculum materials within their respective disciplines, they have increasingly attended to system-wide personnel/program troubleshooting and development. Had the Coordinator positions continued to be filled, next year would likely have seen the Coordinators working on cross-subject integration, particularly at the intermediate level.

The sequence of (a) upgrading specialized areas, (b) generalization of focus, and (c) integrative thrust, is strikingly paralleled by larger patterns at the local, regional, and national levels. These are discussed below (Section V.A).

We conclude this section with a list describing the Coordinator's actual tasks, functions and interactions, which explain, or are in addition, to the AAIM job description. These role components are the following:

1. Develop program budgets by collecting data from department heads at secondary level and from teachers at elementary level.

2. Spend a great deal of time in in-service and education-provided summers and afternoons during the year, which has been effective because it has been practically and locally oriented.

3. Spend a great deal of time in the classrooms with teachers doing observation of teachers - at the request of individual teachers, and sometimes principals.

4. Speak to parent groups at individual schools, explaining programs in the Coordinator's subject area.

5. Activities "2", "3", and "4" delivered in approximately a 65% elementary / 35% secondary proportion -- in part because secondary level department heads kept coordinators away from teachers.

6. Engagement in activities "2", "3", and "4" led to Coordinators developing knowledge of cross-subject, system-wide needs and trouble spots.

7. Because of curriculum and budgetary leadership taken by Coordinators at elementary level, elementary principals moved out of curriculum and teacher supervision and focused on "nuts and bolts" short-term management tasks.

8. Because Coordinators were used by the Superintendent as a brain trust/think tank to chart basic movement of the System (a) principals become more business managers, and (b) principals resented Coordinators.

9. Provided articulation between grade levels; sometimes rigid about this.

10. Came into conflict with IGE elementary schools because these did not want to follow a fixed curriculum sequence.

11. Constituted a high level, flexible, as-needed pool of manpower for top administrators in addressing special situations.

12. Because of Coordinator personnel's high status within their discipline, the System had extraordinary entree and access to regional and national resources (e.g., "13" below).

13. Coordinator personnel's high level of subject matter expertise and national reputations contributed directly to System's securing $800,000 of federal funding between 1968 and 1973 -- for Title III ESA, Title III NDEA, Title II ESEA, Title II ESEA, Title VI EPDA, Title V NDEA, Vocational Education Act, etc.

Having attempted in this section to describe the tasks, functions, interactions, etc., of the Coordinator position, the next section categorizes and discusses those aspects of the role which are unique to the position, unique to the people who filled the position, or, which are (at least potentially) available elsewhere within the System.

B. Unique and General System Benefits

Before categorizing the particular benefits afforded the Chelmsford Public School System through the Coordinator role, it should be noted that we here limit the discussion to what has been the case, to the past. We will categorize the benefits (i.e., tasks, functions, etc.) that have been provided through the Coordinator role, but we will not deal with presently emerging needs. These will be developed in subsequent sections.

Sticking to things as they have been, then, let us categorize the role components outlined in the preceding descriptions as being benefits to the System which are (1) unique to the people who have filled the Coordinator role, (2) potentially available within the System as the System is structured for 1974-75, and (3) not potentially available within the System as the System is structured for 1974-75. "As the System is structured for 1974-75" implies: without Coordinators; and, with the high school effectively operating with the new house plan/learning team form of organization. (The latter is discussed more fully below in Section V.A.2).

1. System Benefits Unique to Previous and Present Coordinator Personnel

   a. Entree and access to regional and national resources.

   b. Disciplinary expertise and status crucial in securing federal funding.

2. System Benefits Potentially Available in the 1974-75 System

   a. In-service education at the high school (from team leaders, deans, principals).

   b. Formal observation/evaluation of teaching at the high school (from team leaders, deans, principal).

   c. Teaching of demonstration lessons at the high school (?)

   d. Counseling and guidance of teachers at the high school (team members, team leaders, deans, vice principal, principal).

   e. Fiscal and material control and documentation at high school (team leaders, deans, vice principal).

   f. Pilot project management at high school (team leaders, deans, and principals).

   g. Reports to administration from high school (team leaders, deans, and principals).

   h. Keeping abreast of current developments in the subject areas at high school (teachers, team leaders, deans, etc.).

3. System Benefits Not Potentially Available in the 1974-75 System

a. In-service education at the elementary and junior high levels.

b. Formal observation/evaluation of teaching at the elementary and junior high levels.

c. Teaching of demonstration lessons at the elementary and junior high levels.

d. Counseling and guidance of teachers at elementary and junior high levels.

e. Fiscal and material control and documentation at elementary and junior high levels.

f. Pilot project management at elementary and junior high levels.

g. Reports to administration from elementary and junior high levels.

h. Keeping abreast of current developments in the subject areas at the elementary and junior high levels.

i. Think/thank brain trust function.

j. Flexible, special needs manpower pool.

k. Articulation between grade levels.

In the next section we examine the changing demand structure in terms of which the System benefits of the Coordinator or related role(s) must be measured. In other words, available or not, which benefits are required, which dispensible, which essential -- all a reflection of the new tasks that are emerging.

V. THE CONTEXT OF THE COORDINATOR ROLE

The role of Coordinator came into being as a response to a particular demand structure, or, set of needs. An analysis of the changing nature of that demand structure provides a basis for deciding whether the Coordinator role should be continued in its present form; continued in a new form; have its component tasks,

functions and relationships divided up and made part of other (pre-existing or newly created) roles; abandoned totally, or, whatever. Our analysis of the System's needs for leadership is pursued along two dimensions: (A) the changing instructional program; and (B) the changing needs of the System's administrative team.

A. The Changing Instructional Program

1. National and Regional Trends. Following the Russians getting Sputnik into orbit in 1958 before the U.S. was off the ground, a minor revolution in American education took place. "Kids aren't learning anything. We have foregotten the pursuit of academic-intellectual excellence", was the cry of the critics: Conant, Rickover, Gardner, and others. "Our schools are soft," we were told. This "softness" was especially felt to be a matter of curriculum content, format and materials being low-grade, out of date, and uninspired.

Bruner, Schwab and others provided a theoretical rationale for this discipline-oriented wave of educational reform, and the federal government channeled billions to the basic researchers, who responded with BSCS biology, PSSC physics, IPS science, TECH I & II engineering, CBA chemistry, CHEMS chemistry, etc., etc. "New math" was already building to flood tide when Sputnik reached the heavens and added a little more momentum; social studies were flooded with inquiry-oriented packages, and behavioral science and ethnic course material; and, all sorts of automated, media-ed, programmed, laboratory-ed, computerized approaches, hardware, software, etc., filled all subject areas.

The real need to upgrade the form and content of the subject areas; and, to screen, select, test, implement and adapt the flood of new things, required school systems to create new organizational resources. Curriculum Coordinators -- subject matter expert and/or master teacher administrators -- was the mechanism developed by many medium sized communities to meet the demands of the discipline-oriented wave of educational reform. This was the course pursued by Chelmsford, and pursued most successfully as indicated by the leadership position which the System has held in the region.

Without judging or analyzing that wave of reform, it is easily observed that today we are "in a different place." The rallying cry of "excellence" was replaced by "relevance;" and "accountable," "career," and "affective" education are the current by-words. The emphasis is no longer on the subject areas, on the curriculum materials. Affective and accountable education give greater attention to student and teacher here and now; career education to vocational and other roles in the larger society.

Perhaps even more basically the very nature and understanding of curriculum in North America is shifting to a new paradigm. This is particularly well described in the following comments by Richard Carlton (1972).

> As education has moved toward a less routinized frame of reference, involving the participational selection of objectives, format, and materials, there has been a corresponding growth in regional, classroom, and personal autonomies. The very notion of curriculum is thus changing radically; from a prescribed sequential itinerary of materials and tasks, to be implemented in a more or less uniform way, it has become a framework of objectives, tactics, and resources to be screened and manipulated by students and teachers [p. 185].

And a recent study of Boston area schools (Marion, 1974) indicates that Carlton's description accurately marks the direction (if not the ultimate destination) in which schools in the area are moving.

The kind of curriculum leadership required for such a direction of change is a question with which Chelmsford may well be wrestling -- in questioning the need for Curriculum Coordinators. Let us, then, look at local changes.

2. Local Changes. The System's response to the discipline-oriented curriculum reform of the 1960's (described above) compounded by a tremendous demand for in-service training for the massive influx of new teachers over the past 20 years, explains much of the need for Coordinators as subject matter expert/master teacher administrators. This aspect of the Coordinator role corresponds to the primary responsibilities and functions assigned Coordinators in this report's AAIM outline (pp. 3-5) and furtner elaborated in the "Implementation History" (pp. 5-7).*

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* This thrust is quite explicit in the following 1969 comments by Dr. Rivard:

> In Chelmsford, in order to give every child an opportunity for the best education possible, educational coordinators (Grades 1-12) of the major disciplines have been added over the past several years as the content of each subject area has been both changing and growing larger. In addition, new media and techniques are constantly being introduced into the educational world...Improvement of instruction is a complicated process, centering aroung (1) the development of curricular material, (2) developing more effective classroom techniques and procedures, and (3) staff developments [p. 7].

The System's response to that wave of reform, and its response to the almost ten-fold increase in the number of students between 1955 and 1975 explain much of the need for Coordinators as high-level staff personnel who could plan, write, develop, staff, organize, trouble-shoot, represent, etc., on a flexible, as-needed basis. This aspect of the Coordinator role corresponds to the secondary responsibilities and functions assigned Coordinators in the AAIM outline and in the "Implementation History".

The foregoing conclusions lead directly to two crucial questions:

(a) Is similar change in programs anticipated and, if not, what kind of change is anticipated?

(b) What are the pupil personnel projections for the next five and ten year periods?

The answers to these questions will indicate a good deal about how much and what kind of managerial resources the System requires.

a. Anticipated Program Changes. As previously noted, American education in general has moved past a period in which the emphasis was upon content to a period in which the emphasis is upon process. "Having improved the parts, how can we put them together in a way that 'turns on' and benefits the kids?" is a colloquial phrasing of what Charlton (above) describes in formal and precise terms. It is not clear whether the Chelmsford elementary and junior high schools are moving in this direction. The new organization of the high school, however, appears to be quite consistent with this general trend.

The changes in the high school may be characterized as:

(1) Toward integrating by cross-subject trusts -- as indicated by the three program supervisors,

(2) Away from organization by subjects -- as indicated by elimination of department heads; and,

(3) Primarily toward organizing around people's needs, interests and abilities -- as indicated in the formation of Houses consisting of teaching-learning teams.

If these changes in the organization of the high school are indicative of the general direction of the System over the next several years, the relevant System-wide question is:

> What kind of System-wide management is required by a decentralized, differentiated, teaching-learning team form of organization versus a centralized, consistent, subject-matter program form of organization?

Whatever the mechanism(s) ultimately created, however, it seems clear that moving more decision-making to a lower level will create increased needs for coordination, articulation, in-service education and the like. An, indeed, the High School Principal is reported to feel that the Coordinators will be essential in the transition to the High School's new form of organization. (These observations relate directly to the "potential" rather than "present" and "available" nature of the "System Benefits Potentially Available in the 1974-75 System". (cf. pp. 8-9 outlined above). Truism though it may be, leadership is most needed in times of change. Some further indication of the kind of leadership required may be gotten by looking at some needs and opportunities likely to confront the System over the next few years.

Generally, change will continue and the rate of change in educactional policies, strategies, organization, materials and techniques can only accelerate along with other accelerating social processes.* More specifically, federal funding of education is moving toward support of a transfer and application -- as opposed to a research and development -- phase of activity. Local public school systems will be financially and professionally encouraged: (1) to have local staff individuals trained to do local in-service training, i.e., trained to link successful research and development projects across the nation to local practices; and (2) to develop integrated programs, e.g., the family of man, art-music-history programs, unified science, etc.

These general trends impose particular demands and forebode possible dangers to the System. The increasingly sophisticated nature of subject matter content and techniques inevitably tends to move things in the direction of: teachers trying to keep up with and utilize what is best in their particular field or area of interest and competence; resulting in increasing teacher specialization; in turn causing a fragmentation of the curriculum as a whole and thus of individual childrens' learning experiences. A hypothetical example of this would be a child feeling that he doesn't have to worry about his writing or computation on a paper dealing with an economic problem because that paper is written for a social studies course and not for one in English or in Math.

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* Herbert Lionberger's (1970) review of the literature on educational change indicates that "adoption rates in education have doubled since the launching of Sputnik...[and] some recent adoption curves are sharply upward and tend to approach a straight-line movement" [p. 97].

If this "chain reaction" poses one kind of danger in the years ahead, the other danger is that the emphasis on integration, affect, career education and the like will lead to a loss of coherence and rigor in the instructional program -- which may end up overly responsive to the interests of individual teachers and groups of students/

Thus, the need for such "steering and navigating" devices as 5-year plans, for instance, becomes ever more crucial. To continue the nautical analogy, the more active and shifting the winds and tides, the more precisely the captain and the crew have to know where and how they are journeying. There must be at the top of the system a clear conception of what are to be the leading ideas and approaches and which the subsidiary, i.e., over-all priorities must be set. Based on such system-wide goal getting, in-service education and other steps can be systematically pursued to develop such generic areas as teachers' abilities to: diagnose students' learning needs; design educational programs; understand basic cognitive development processes; etc.

b. Pupil Personnel Projections. The rising number of pupils in the System is expected to peak at 10,286 in 1976-77 (as compared to the present 9,127), and subside to 9,897 by 1978-79. Enrollment in grades 1-6 will drop steadily during the 1973-74 to 1978-79 period; grades 7-9 will increase and then decrease to approximately present levels; and enrollment will rise continuously in grades 10-12. In other words the peak of the wave has already entered the elementary level, will move through the junior high, and be in the high school by the end of 1978-79.

On the whole, then, there will be nothing comparable to the previous need for in-service education for new teachers. The new teachers required for increased high school enrollment, however, are likely to require orientation to the System's instructional program.

A second possible need area may be the retraining of the "extra" elementary level teachers produced by expected decreases in grade 1-6 enrollments.

A third and potentially major need for in-service education is likely to arise from the new classroom/building student groupings and programs mandated by Chapter 766.

B. The System's Administrative Team

The basic premise in this area was enuciated by Dr. Thomas Rivard (1969) several years ago as follows:

> In Chelmsford as in other communities where the school system has grown rapidly and educational problems have become more complex, *the superintendency is becoming the function of a team of administrative leaders*, each with his own role and function to fulfill and each directly responsible to the superintendent as a leader of the executive team [p. 5]. (Italics added)

At that time Dr. Rivard proposed that in addition to the Superintendent the team include four other administrators, one for each of the following areas.

(1) Administration and Personnel

(2) Instruction, Curriculum, and Federal Projects

(3) Special Services for Pupils

(4) Business

It is striking that approximately 10 years later the administrative team has only three members in addition to the Superintendent. The general rule of thumb regarding size is:

$$\begin{pmatrix}\text{Administrative}\\ \text{superstructure}\end{pmatrix}^{3} = \begin{pmatrix}\text{Size of the total}\\ \text{organization}\end{pmatrix}^{2}$$

Whether or not the administrative superstructure as a whole has kept pace with the almost five-fold increase in student enrollment since 1965, has not been calculated for this report. Even if it has, though, it is clear that this increase has been at the level of middle management rather than at the level of the top administrative team. Thus, the expansion of administration which has taken place has been seemingly inexpensive.

The hypothesis is put forward that the Curriculum Coordinators were a somewhat indirect way of increasing top level administrative capacity. This suggestion is congruent with the earlier discussed fact that in many ways the Coordinators served as staff for the administrative team. The team may well be paying at present for its previous success in operating inexpensively an extremely centralized

and yet flexible top administration. In a nonprejorative sense, this was masked by the rationale for Curriculum Coordinators as subject matter expert/master teacher administrators. While that was the original and perhaps consistently primary responsibility of the Coordinators, their general staff functions were an ever increasing responsibility.

So much for the past, let us return to the administrative team in the present. It now consists of the following positions in addition to the Superintendent.

(1) Director of Federal Projects and Special Services -- functioning largely as a staff person for the Superintendent.

(2) Assistant Superintendent -- responsible for both administration and personnel, and, instruction and curriculum.

(3) Business Manager.

It seems clear that given the present size of the System, the administrative team requires additional personnel -- at the very least to fill the presently existing but unfilled positions, namely, Director of Pupil Personnel Services and Director of Curriculum and Instruction Services.

A particular problem is the position of the Assistant Superintendent, which is burdened by the excessively diverse and abundant responsibilities both of the chief operating officer and of the chief staff officer in the organization. It is most unusual for an organization the size of the Chelmsford School S stem to have one person serving in both capacities without staff assistance.

The curriculum and instruction (i.e., operating) responsibilities of the Assistant Superintendent position can only increase because:

(a) The Curriculum Coordinator positions do not have their full complement,

(b) The high school department heads are being eliminated, and

(c) The high school is shifting to a new form of organization and this will require much "working out of bugs," assessing and evaluating, and redesigning if it is to operate successfully.

Concurrently the personnel (i.e., staff) responsibilities of the Assistant Superintendent role is mushrooming. Collective barganing, grievance procedures (around redistricting, etc.), and other teacher's

union-central office negotiations are coming to be a very major burden on administration personnel. The administrative team can not call upon a position which is the counterpart to the Massachusetts Teachers Association regional representative and/or the Chelmsford teachers' designee (i.e., "shop steward").

As undermanned and underpositioned as the administrative team is at present, it is difficult to imagine how it will cope with: (1) the increasing enrollments projected through 1978-79, (2) compliance with Chapter 766, and (3) the projected changes in the organization of the high school. It is more than difficult to imagine how the team could be responsive to new program possibilities, e.g., career education, humanistic education, redesign of building organization at intermediate and elementary levels, etc.

Of primary importance to the subject of this report, the administrative team is not structured/manned to provide the priority-setting and implementation-planning needed to steer the instructional program between the Scylla of excessive subject matter specialization and the Charibdes of incoherent subject matter integration (cf. pp. 13-14). This management responsibility is not an "extra", esoteric, or luxury item; but rather, a matter of optimally utilizing the resources (e.g., staff, materials, etc.) for which the System is already and will ongoingly make expenditures. An undermanaged system is most unlikely to operate cost-effectively.

VI. SUMMARY OF SYSTEM NEEDS

This section pulls together in a concise and decidedly selective fashion the preceding examination of a multifaceted, multilevelled situation. The examination has focused on the role of the Coordinators, including its evolution and its component tasks, functions and processes. Further, we have tried to understand the role in relation to national education trends, and in relation to qualitative, quantitative, and organizational dimensions of the System itself. Finally, we have looked at the future and tried to develop a prospective account of the System's needs and resources. This section abstracts from all of this the salient and emerging needs of the System.

The need for supervision and staff development will increase at ever quickening rates if the System attempts to stay in the forefront of educational change and effectiveness. The emerging educational requirements are for knowledge utilization, linking, transfer, and application and integrating. Teachers will require enhanced capacities in information retrieval and integration, and in collaborative and cross-disciplinary activity. The differentiation resulting from decentralization of decision-making for some amount of curriculum, instructional and organizational matters will require

integrative mechanisms of communication and accountability. All of the above suggests the need for a management capacity that the System does not have as it is presently organized and manned.

The Principals can not assume any significant portion of the tasks and responsibilities of the Coordinator role, let alone provide for the emerging need for the kind of instructional leadership described in the preceding paragraph (cf. also pp. 13-14). With the requisite additional resources, the High School Principal appears to have a fighting chance -- because of his own professional experience over the past several years, and, the management cadre of deans and team leaders. This latter group, however, will require technical assistance in instructional and organizational matters, particularly during the coming year of transition.

The Junior High and Elementary Principals do not appear to have a fighting chance. Their professional experience over the past several years (away from the curriculum arena), the size of their units coupled with the absence of assistant principals, and the lack of a management cadre all call into question the effective functioning of these levels of the System.

The administrative team is under-positioned and undermanned. The team is not adequately staffed to guide the system toward meeting the following set of needs (which reiterates the foregoing discussion).

- Need for linkages outside buildings and outside school system -- to community resources, information banks, national developments, etc.
- Need for greater emphasis on inservice eduction and "customizing" of programs and curriculum packages.
- Need for schools to provide ongoing assessments of needs and an emphasis on priorities, e.g., five-year plans.
- Need for more responsibe school-to-community programs to promote participative decision-making and greater community and school collaboration.
- Need for improved personnel contracts, specifically collective bargaining, coordination.
- Need for ongoing management training program, particularly for Principals.
- Need for developing curriculum competence at the building level, possibly providing mini-grants to facilitate this.
- Need for a review of the evaluation process in order to increase the efficiency and effectiveness of accountability procedures.

VII. ALTERNATIVE PLANS FOR MEETING SYSTEM NEEDS

In this section three organizational structures are presented which could deal with the needs, responsibilities and challenges facing the System -- as described in the preceding sections. Each of the three plans represents a general approach. The plans should be viewed only as prototypes. Any number of detailed modifications can be made in them.

Each plan is described in terms of (1) the position changes it entails, (2) a diagram of the table of organization under that plan, (3) a brief discussion of the qualitative differences, and (4) the budget for each plan.

Plan A

1. Position Changes

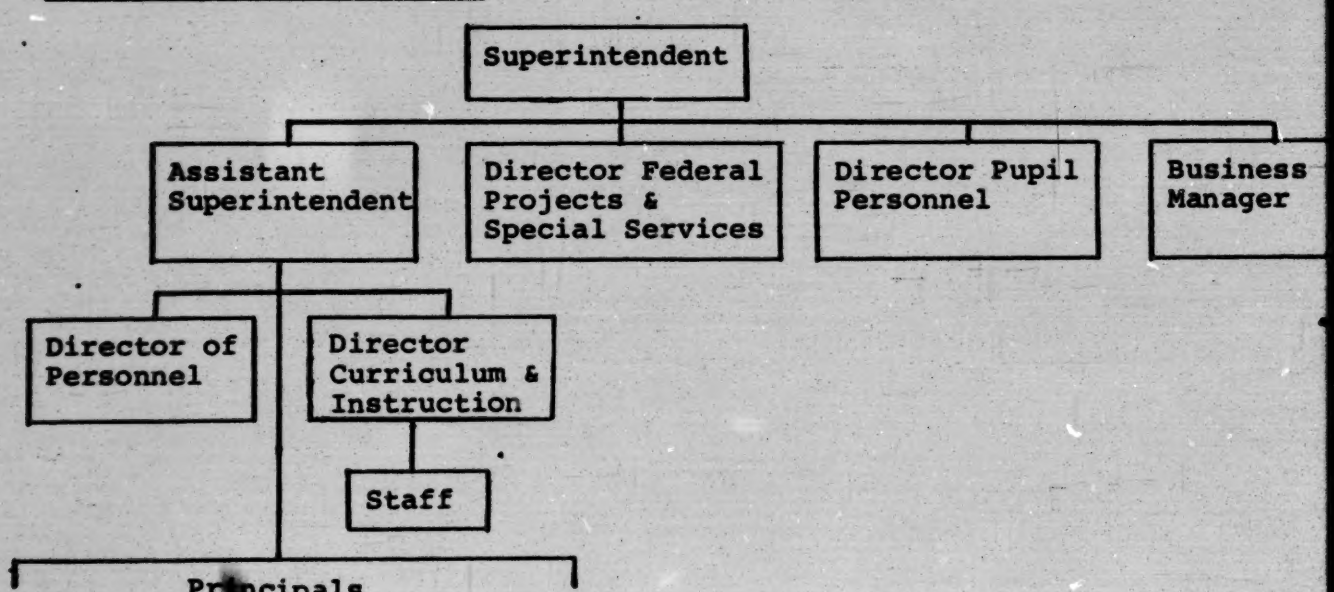
Administrative Team:

- Add position: Pupil Personnel Director
- Fill position: (Staff) Personnel Director -- under the Assistant Superintendent
- Add position: Director of Curriculum and Instruction -- under the Assistant Superintendent

Curriculum Coordinators: Fill all positions

Building Level: No change

2. Table of Organization



3. Discussion

Plan A keeps Curriculum and Instruction and Administration and Personnel under the Assistant Superintendent. This plan provides staff assistance for professional personnel matters to the Assistant Superintendent's position, and, removes any pupil personnel responsibilities from the Assistant Superintendent's position. These two changes allow the Assistant Superintendent to play more of a role in line management and to exercise more curriculum and instructional leadership. Having the full complement of Curriculum Coordinators, the System does not have to add or upgrade positions at the building level.

4. Budget

Increased present budget by approximately	$ 42,400.
Explanation:	
Salary of Pupil Personnel Director	+ $ 21,200.
Salary of Director of Curriculum and Instruction	+ $ 21,200.
	$ 42,400.

Plan B

1. Position Changes

Administrative Team:

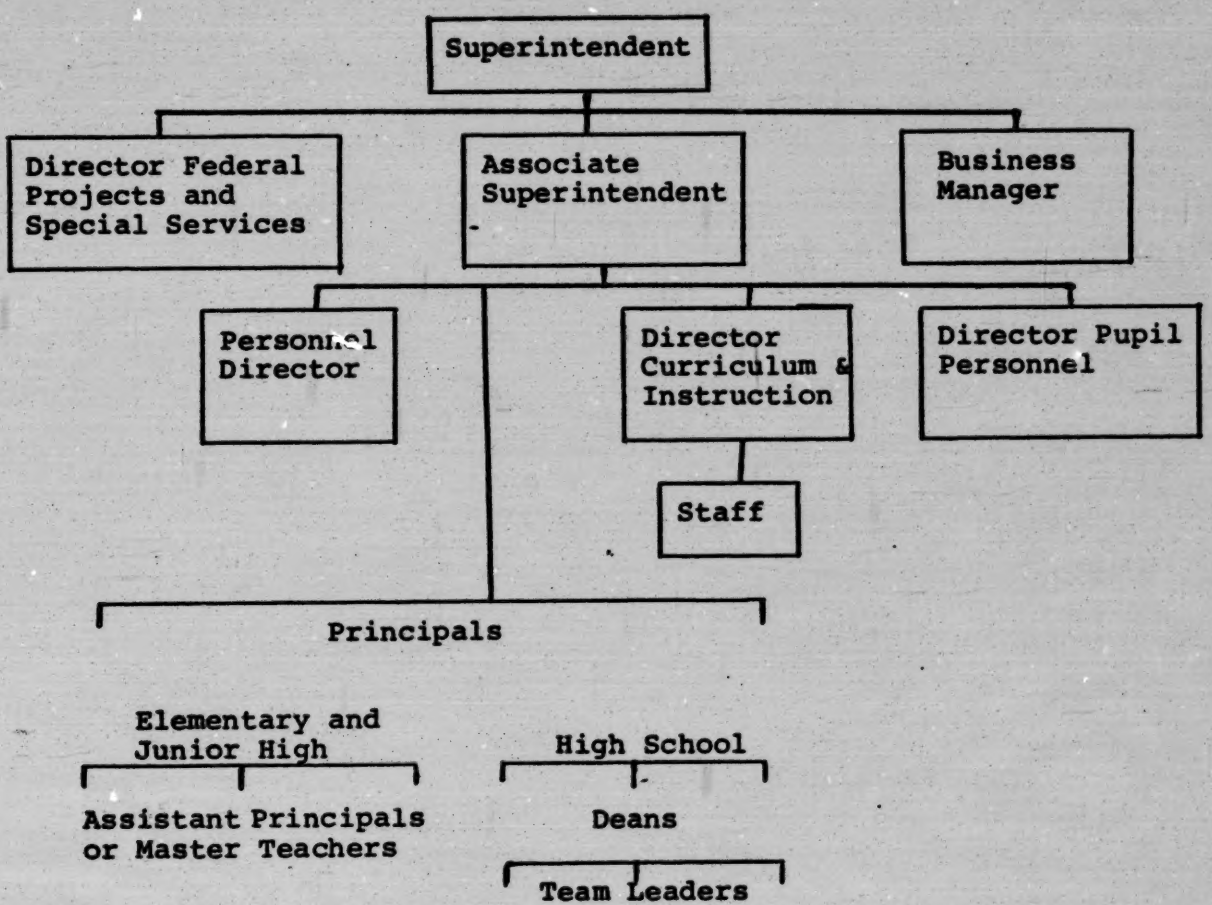
- Upgrade position: Assistant Superintendent to Associate or Deputy Superintendent
- Fill position: Pupil Personnel Director -- under Associate Superintendent
- Add position: Director of Curriculum and Instruction -- under Associate Superintendent

Curriculum Coordinators: Eliminate single subject Coordinators; replace with two Coordinators having several subject expertise

Building Level:

- Add positions: Assistant Principals for every Junior High and Elementary building; or,
  Master Teacher for every major subject for every Junior High building

2. Table of Organization



3. Discussion

Plan B upgrades the Assistant Superintendent position to that of Associate or Deputy Superintendent and keeps Curriculum and Instruction and Administration and Personnel under the Associate Superintendent, but also adds pupil personnel services to the position's management responsibilities. The latter responsibility is delegated to a subordinate, namely, the Director of Pupil Personnel.

Rather than the full complement of Curriculum Coordinators, there is a Director of Curriculum and Instruction, who is assisted through two professional staff positions. This plan spends less on the top of the system because the upgrading of the Assistant Superintendent to Associate Superintendent, and the addition of the Director of Curriculum and Instruction position, is more than offset by: the Director of Pupil Personnel being a lower position than in Plan A; and, the elemination of the full complement of Curriculum Coordinators.

The elimination of the Coordinators removes a significant amount of instructional leadership capacity, however, and this is compensated for by creating either: Assistant Principals for each of the Junior High and Elementary Schools; or, Master Teachers for each major subject in every Junior High and Elementary School.

4. Budget

Increases present budget by approximately $ 30,160.

Explanation:

Upgrade Asst. Supt. to Deputy Superintendent	+	$ 4,000.
Pupil Personnel Director	+	20,200.
Director of Curriculum and Instruction	+	21,200
Reduction of the 6 Single Subject Coordinators to 2 Multi-subject Coordinators	-	107,100.
Assistant Principal for each of the 6 Large Elementary Schools	+	91,860.
		$ 30,160

Plan C

1. Position Changes

Administrative Team:

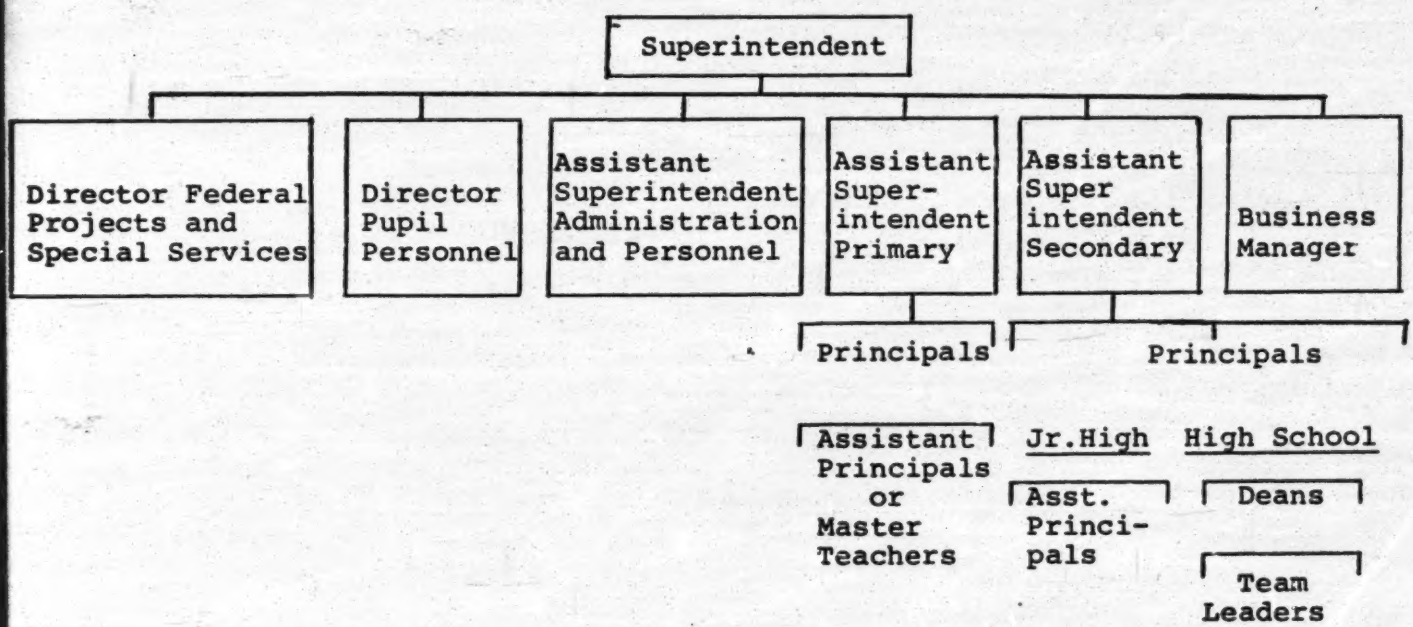
- Downgrade position: Assistant Superintendent for Curriculum and Instruction and Administration and Personnel position becomes Assistant Superintendent for Administration and Personnel
- Add position: Assistant Superintendent for Secondary
- Add position: Assistant Superintendent for Primary
- Fill position: Director of Pupil Personnel

Curriculum Coordinators: Eliminate

Building Level:

- Add positions: Assistant Principals for every Junior High and Elementary building; or
  Master Teachers for every major subject for every Junior High and Elementary building

2. Table of Organization



3. Discussion

Plan C removes Curriculum and Instruction responsibility from the Assistant Superintendent position which presently has that responsibility, thus downgrading that position and at the same time removing the need for a Personnel Director -- both changes comprising a savings over Plans A and B. Director of Pupil Personnel is on a par with that position in Plan A and upgraded from Plan B. and thus this position costs less in Plan B but the same as in A.

Plan C eliminates the Curriculum Coordinators (of Plan A) and the Director of Curriculum and Instruction and his staff (of Plan B), and replaces them with two Assistant Superintendents -- one for the Secondary level and one for Primary. As in Plan B, the elimination of Curriculum Coordinators removes a significant amount of instructional leadership capacity, and this is compensated for

(again as in Plan B) by creating either: Assistant Principals for each of the Junior High and Elementary Schools; or, Master Teachers for each major subject in every Junior High and Elementary School.

4. Budget

Increases present budget by approximately $29,760.

Explanation:

Assistant Superintendent - Primary Grades	+	$ 22,500.
Assistant Superintendent - Secondary Grades	+	22,500.
Pupil Personnel Director	+	21,200.
Eliminate Position - Director of Curriculum and Instruction	-	21,200.
Eliminate the Position of 6 Single Subject Coordinators	-	107,100.
Assistant Principal for each of the 6 Large Elementary Schools	+	91,860.
		$ 29,760.

For purposes of estimating budget cost of each alternative plan, the salaries for the administrative positions described were obtained from:

1) Appendix A of the Administrators' Salary Schedule.

2) From actual salaries or from a hypothetical salary schedule for positions not listed in Appendix A of the Administrators' Salary Schedule.

The present administrative structure including unfilled positions (monies budgeted for these positions) serves as the base for comparative purposes of cost of organizational alternatives.

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